



# Connect

Term 2

## preparation

### Primary 3



School : .....

Teacher's name: .....

Grade : Three Primary.

Year : 2020 / 2021



By: Mr. Ekramy Ramadan

# Time table

Morning	Afternoon	Days	1 <sup>st</sup> Period	2 <sup>nd</sup> Period	3 <sup>rd</sup> Period	4 <sup>th</sup> Period	5 <sup>th</sup> Period	6 <sup>th</sup> Period	7 <sup>th</sup> Period	8 <sup>th</sup> Period
		Saturday								
		Sunday								
		Monday								
		Tuesday								
		Wednesday								
		Thursday								

## Notes:

Periods	Time	Study Time			
		Morning		Afternoon	
		From	To	From	To
Queue					
1 <sup>st</sup> Period					
2 <sup>nd</sup> Period					
3 <sup>rd</sup> Period					
4 <sup>th</sup> Period					
5 <sup>th</sup> Period					
6 <sup>th</sup> Period					
7 <sup>th</sup> Period					
8 <sup>th</sup> Period					

Syllabus Distribution  
Plan of Education year  
20..... / 20.....

Primary .....			
Months	Term	Sections	Remarks
<i>September</i>	<b>First Term</b>	Units.....	<b>Connect</b>  <b>Student's book</b>
<i>October</i>		Units.....	
<i>November</i>		Units.....	
<i>December</i>		Units.....	
<i>January</i>		Units.....	
<i>February</i>	<b>Second Term</b>	Units.....	<b>Connect</b>  <b>Student's book</b>
<i>March</i>		Units.....	
<i>April</i>		Units.....	
<i>May</i>		Units.....	

**Teacher**  
.....

**Supervisor**  
.....

**School manager**  
.....



## *Objectives of Teaching English as a foreign Language in The Primary Stage*

*By the end of the Elementary Stage and within the assigned structures and vocabulary for this stage: students should be able to:*

1. Learn the basics of the English language that would form the foundation for its mastery in the future.
2. Use the basic structures of English sentences.
3. Learn the core vocabulary assigned for this stage.
4. Listen to and understand English.
5. Express themselves orally using English.
6. Read and understand simple English materials.
7. Write sentences and short paragraphs in English.
8. Develop an awareness of the importance of the English language as an international mean of communication.
9. To experience language awareness in terms of how English works and differs from Arabic.

### **1- Listening :**

- Distinguish between English and other languages.
- Identify and name all the sounds of English.
- Carry out simple oral instructions - class routine.
- Listen to and understand the time on the hours.



### **2- Speaking :**

- Produce consonant clusters as well as different sounds accurately.
- Use greetings and leave takings.
- Memorize and recite songs and rhymes.
- Give personal information "name, age ....."

### **3- Reading :**


- Identify sound - letter correspondences.
- Read the written forms of the numbers 1: 100.
- Read the names of self and class members.
- Sight - read vocabulary in context.

### **4- Writing :**

- Write the letters of the alphabet.
- Write the numbers 1: 100.
- Write your own name and the names of the things.
- Copy neatly from core vocabulary.



# Learning English outcome for Primary Three

Learning English outcomes for									
primary connect 3-second term									
									
									
unit	Vocabulary	language	phonics	Life skills	values	Issues	integrated cross curriculum topic	strategies	Assessment
<b>7</b> Where are you from?	Egypt, China , America , France, American , French ,Egyptian ,Chinese-dollars - ,euros – pounds, Yuans	Where are you from? I'm from Egypt. They are from China. They are Chinese.	ff: coffee ,off, muffin ll: dollars, bell ss: glass , dress.	Communication Community participation. Respect for diversity.	Curiosity. Tolerance and acceptance of others	Loyalty and belonging. <i>International awareness</i> Cross-cultural communication	<u>Social studies</u> : school days around the world. <u>Math</u> : Addition and subtraction using money from other countries	Pair work Role play. Group work.	Read and write about countries and nationalities
<b>8</b> Seasons of the year	January- February-March -April-May- June-July- August-October- November- December-cold-hot-rainy-sunny	In January, it's cold. In August, it's hot. Yesterday, it was hot. Today it's sunny. Tomorrow, it will be hot.	spr: spring , spray str: street, strawberry , straight.	Critical thinking: Observation Seasons in different countries, the water cycle Communication : self-expression	Appreciation of science. Independence	Environmental awareness of rights and duties	<u>Social studies</u> : Seasons in different countries Science: the water cycle, describing weather conditions in different places	Pair work Role play. Group work.	Read and write about the months, seasons and describe the weather
<b>9</b> What did you do?	Jewelry ,necklace , bracelet , ring, gold, silver, went, loved, visited, looked at, ran, bought, wore, baked, cooked, travelled, stayed, saw	What did you do yesterday? I visited the bazaar. I looked at the jewelry. I bought a bracelet.	pr : present , price , princess , printer br: bracelet, branch, bread, broom, brush.	Communication Creativity	Love of homeland Cooperation	Loyalty and belonging.	<u>Social studies</u> : Jewelry in Ancient Egypt.	Pair work Role play. Group work.	Read and write about the jewelry in Ancient Egypt Say and read words have the sounds pr, br.
Review 3	<b>Revision from units : 7-9</b>			Creativity Accountability	Acceptance				

# \*\* Learning English outcome for Primary Three

Learning English outcomes for		primary connect 3-second term							
unit	Vocabulary	language	phonics	Life skills	values	Issues	integrated cross curriculum topic	strategies	Assessment
<b>10</b> Let's search online!	Internet, website- email, cell phone, tablet, mouse, computer, keyboard, information, search, engine	I can talk to grandma in Cairo. I can watch videos. She needed some information so she used her computer.	Counting syllables	Communication Problem solving Decision making	Independence Self – discipline	Digital citizenship Technological awareness	ICT: Use digital technology safely and effectively to carry out self-study or simple research	Pair work Role play. Group work	Read and write about the technology items. Count the syllables in a word.
<b>11</b> How tall is it?	Numbers: 1000, gram ,kilograms, centimeters, meters , sea creatures	How long is it? It's 1000meters long. How tall is it? It's 12 centimeters tall. it weighs 120 grams.	er: meter – water – teacher Suffix-er Teacher, painter, Singer, cleaner	Communication Negotiation	Curiosity	Loyalty and belonging National unity	Math: addition of numbers up to 1000 Social studies: Famous monuments in Egypt. Science: Measurement of size and weight	Pair work Role play. Group work.	Read and write about the numbers, asking and answer using how tall and how long
<b>12</b> I'd like chicken , please	Breakfast, lunch , dinner , snack ,chicken , rice, potatoes, soup , vegetables, fruit, meat fish , cereals	What would you like? I'd like rice, please. Would you like some vegetables? Yes, please./ No, thanks.	gg : egg, foggy mn: dinner , sunny tt: butter, kitten	Communication Decision making Accountability	Cooperation Independence Self –discipline Accounting: Provision of resources	Community participation	Math: Mathematical processes to solve simple problem in everyday situations. Science: A balanced diet, a healthy heart.	Pair work Role play. Group work.	Read and write about the meals and food.
Review 4	<b>Revision from units : 10-12</b>			Communication Creativity	Acceptance				
Fiction reader	<b>Tamer's travels on the tablet</b>			Communication Creativity Accountability	Respect for others	Non- discrimination for people with special needs	Digital citizenship Cross-cultural communication	Pair work Role play Group work	Read the story.





<b>Date</b>			
<b>Period</b>			
<b>Class</b>			



<b>Contents</b>	<b>Unit 7</b>	<b>Where are you from?</b>	<b>Lesson: 1</b>	<b>Page:2/3</b>												
<b>objectives</b>	1-To learn about countries and use them in sentences. 2-To ask and answer about countries using: Where are you from?															
<b>Materials</b>	<table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table>	Student book		C D		<table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table>	real objects		Teacher's guide		<table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table>	The board		Flash cards		
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<b>issues</b>	Loyalty and belonging-International awareness.															
<b>Values</b>	Curiosity – Tolerance and acceptance of others.															
<b>Skills</b>	Communication: Community participation – Respect for diversity.															
	<b><u>Lesson Procedures</u></b>															
<b>Review</b>	I will greet the class and ask about the holiday, and then I will Welcome them back to school.															
<b>Warm up</b>	Revise the family members from first term, and some famous words such as tree, book, fish and body parts.															
<b>Presentation New Vocabulary and structures.</b>	<b>Vocabulary:</b> I will teach them the new words: Egypt – China – France – America – American – Chinese – Egyptian – French - , and then They will repeat then look and say the word using cards.  <b>Language:</b> Where are you from? / I am from (Egypt, China... etc.).															
<b>Refer To teacher's guide page</b>	Page 2-3															
<b>Exercise</b>	<b>No1 :1</b>		<b>Page : 3</b>													
<b>Exercise</b>	<b>No2:1</b>		<b>Page : 3</b>													
<b>Assessment</b>	I will get a student to come and say the countries using cards.															
<b>Closing</b>	Say the next time we will learn about some food from different countries.															
<b>Evaluation: Weaknesses points :some students need focus on</b>																

Aims		Steps		Understanding	
Achieved	<input type="radio"/>	Covered	<input type="radio"/>	Understood	<input type="radio"/>
Not achieved	<input type="radio"/>	Not covered	<input type="radio"/>	Not understood	<input type="radio"/>



<b>Date</b>			
<b>Period</b>			
<b>Class</b>			



<b>Contents</b>	<b>Unit 7</b>	<b>Where are you from?</b>	<b>Lesson: 2</b>	<b>Page :4/5</b>												
<b>objectives</b>	1- To know and identify food from different countries. 2- To speak about food using I have .... 3- To speak about food for meals "breakfast".															
<b>Materials</b>	<table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table>	Student book		C D		<table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table>	real objects		Teacher's guide		<table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table>	The board		Flash cards		
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<b>Skills</b>	Communication: Community participation – Respect for diversity.															
	<b><u>Lesson Procedures</u></b>															
<b>Review</b>	I will greet the class saying good morning. Ask about words from the last lesson.															
<b>Warm up</b>	Ask about countries using: Where are you from?															
<b>Presentation New Vocabulary and structures.</b>	<b>Vocabulary:</b> I will teach the words food – apartment – fortune cookies- hot chocolate- bread – foul – tea – falafel- breakfast - noodles. I will put the photos on the board. I will give everyone a photo and I will get them to revise the words.  <b>Language:</b> My family have foul for breakfast.															
<b>Refer To teacher's guide page</b>	Pages 4/5															
<b>Exercise</b>	<b>No1 :1,2</b>		<b>Page : 4</b>													
<b>Exercise</b>	<b>No2:1, 2</b>		<b>Page : 5</b>													
<b>Assessment</b>	Ask the pupils to speak about the food that they have.															
<b>Closing</b>	Say good bye. Next time we will learn about the school subjects.															
<b>Evaluation:</b> Weaknesses points :some students need focus on																

Aims		Steps		Understanding	
Achieved	<input type="radio"/>	Covered	<input type="radio"/>	Understood	<input type="radio"/>
Not achieved	<input type="radio"/>	Not covered	<input type="radio"/>	Not understood	<input type="radio"/>





<b>Date</b>			
<b>Period</b>			
<b>Class</b>			



<b>Contents</b>	<b>Unit 7</b>	<b>Where are you from?</b>	<b>Lesson : 3</b>	<b>Page :6/7</b>
<b>Objectives</b>	1-To identify and talk about the school subjects. 2-To use the American sign language to tell the countries.			
<b>Materials</b>	<input type="text" value="Student book"/>	<input type="text" value="real objects"/>	<input type="text" value="The board"/>	<input type="text" value="C D"/>
	<input type="text" value="Teacher's guide"/>	<input type="text" value="Flash cards"/>		
<b>Issues</b>	Loyalty and belonging-International awareness.			
<b>Values</b>	Curiosity – Tolerance and acceptance of others.			
<b>Skills</b>	Communication: Community participation – Respect for diversity.			
	<b><u>Lesson Procedures</u></b>			
<b>Review</b>	I will say good morning. Ask about the food and countries.			
<b>Warm up</b>	I will get the pupils to answer: Where are you from? I am from.....			
<b>Presentation New Vocabulary and structures.</b>	<b>New vocabulary:</b> school – music – lunch – PE- Arabic – math – science – social studies – English – Art – geography- German. I will get them to listen and repeat. I will play this game with the pupils to listen and point to the word, then look and say the word that I raise its photo.  <b>Language:</b> I'm from Egypt.			
<b>Refer To teacher's guide page</b>	Pages 6 /7			
<b>Exercise</b>	<b>No1 :1,2</b>		<b>Page : 6</b>	
<b>Exercise</b>	<b>No2: 1,2</b>		<b>Page : 7</b>	
<b>Assessment</b>	Trace and complete the words, spell the words.			
<b>Closing</b>	Say good bye. We will learn new sounds with Busy Bee ( ll- ss- ff).			
<b>Evaluation:</b> Weaknesses points :some students need focus on				

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



<b>Date</b>			
<b>Period</b>			
<b>Class</b>			



<b>Contents</b>	<b>Unit 7</b>	<b>Where are you from?</b>	<b>Lesson : 4</b>	<b>Page :8/9</b>												
<b>objectives</b>	1-To recognize and produce the sounds (ss – ll- ff). 2- To find words with ( ss –ll- ff ). 3- To learn about writing skills capital letters and period.															
<b>Materials</b>	<table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table>	Student book		C D		<table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table>	real objects		Teacher's guide		<table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table>	The board		Flash cards		
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<b>Skills</b>	Communication: Community participation – Respect for diversity.															
	<b><u>Lesson Procedures</u></b>															
<b>Review</b>	Welcome saying good morning, Say the school subjects.															
<b>Warm up</b>	Tell me some Egyptian food. Where are you from?															
<b>Presentation New Vocabulary and structures.</b>	<b>Vocabulary:</b> I will teach the new sounds using words: dollar – bell – ball – coffee – muffin – off – glass – dress I will get them to repeat,  <b>Language:</b> Writing skills : Punctuation marks. Amira - Egypt – Chinese – Arabic – Sunday.															
<b>Refer To teacher's guide page</b>	Pages 8/9															
<b>Exercise</b>	<b>No1 :1/2</b>		<b>Page : 8</b>													
<b>Exercise</b>	<b>No2: 1/2</b>		<b>Page : 9</b>													
<b>Assessment</b>	I will get a student to come to the front and say words have double ff- ll or ss.															
<b>Closing</b>	Say the next time we will learn about money and currency.															
<b>Evaluation:</b> Weaknesses points :some students need focus on																

Aims		Steps		Understanding	
Achieved	<input type="radio"/>	Covered	<input type="radio"/>	Understood	<input type="radio"/>
Not achieved	<input type="radio"/>	Not covered	<input type="radio"/>	Not understood	<input type="radio"/>



<b>Date</b>			
<b>Period</b>			
<b>Class</b>			



<b>Contents</b>	<b>Unit 7</b>	<b>Where are you from?</b>	<b>Lesson : 5</b>	<b>Page :10/11</b>												
<b>objectives</b>	1-To recognize and identify currency for each country. 2- To speak about the money in Egypt. 3- To learn about the pounds and the piasters.															
<b>Materials</b>	<table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table>	Student book		C D		<table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table>	real objects		Teacher's guide		<table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table>	The board		Flash cards		
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	<b><u>Lesson Procedures</u></b>															
<b>Review</b>	Greet the class saying good morning; revise the words from last lesson.															
<b>Warm up</b>	I will get a pupil to say food - countries.															
<b>Presentation New Vocabulary and structures.</b>	<b>Vocabulary:</b> I will teach the new words: money – currency – euro – cent – dollar – Yuan – Jiao - country. I will get them to repeat. I will play a game with them to listen and point to the picture.  <b>Language:</b> The pound is 100 piasters.															
<b>Refer To teacher's guide page</b>	Pages 10/11															
<b>Exercise</b>	<b>No1 :1</b>		<b>Page : 10</b>													
<b>Exercise</b>	<b>No2: 2</b>		<b>Page : 11</b>													
<b>Assessment</b>	Say the currency of: Egypt –America – China.															
<b>Closing</b>	Say next we will learn asking about the prices .Say good bye.															
<b>Evaluation:</b> Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
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<b>Date</b>			
<b>Period</b>			
<b>Class</b>			



<b>Contents</b>	<b>Unit 8</b>	<b>Seasons of the year</b>	<b>Lesson:2</b>	<b>Page :20/21</b>												
<b>objectives</b>	1- To identify the months of the year. 2- To know and say the months of the year. 3- To read and speak about the months of the year.															
<b>Materials</b>	<table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table>	Student book		C D		<table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table>	real objects		Teacher's guide		<table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table>	The board		Flash cards		
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<b>issues</b>	Environmental awareness- awareness of rights and duties.															
<b>Values</b>	Appreciation of science – Independence.															
<b>Skills</b>	Critical thinking: Observation – communication: Self-expression.															
	<b><u>Lesson Procedures</u></b>															
<b>Review</b>	Smile for the children and I will greet them. Revise the seasons.															
<b>Warm up</b>	Revise asking with how much and where are you from.															
<b>Presentation New Vocabulary and structures.</b>	<b>Vocabulary:</b> I will teach the words: January – February – March – April – May – June – July – August – September – October – November – December- party – calendar - birthday. I will teach the months by reading them many times.  <b>Language:</b> Months of the year. It's hot in July.															
<b>Refer To teacher's guide page</b>	Pages 20/21															
<b>Exercise</b>	<b>No1 :1</b>		<b>Page : 21</b>													
<b>Exercise</b>	<b>No2: 2</b>		<b>Page : 21</b>													
<b>Assessment</b>	Say the months of the year, What's your favorite month?															
<b>Closing</b>	I will tell them next time we will ask about birthday.															
<b>Evaluation:</b> Weaknesses points :some students need focus on																

Aims		Steps		Understanding	
Achieved	<input type="radio"/>	Covered	<input type="radio"/>	Understood	<input type="radio"/>
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<b>Date</b>			
<b>Period</b>			
<b>Class</b>			



<b>Contents</b>	<b>Unit 8</b>	<b>Seasons of the year</b>	<b>Lesson:3</b>	<b>Page :22/23</b>												
<b>objectives</b>	1- To identify and describe the months. 2- To ask and answer about date of someone's birthday. 3- To learn about using the ordinal numbers.															
<b>Materials</b>	<table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table>	Student book		C D		<table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table>	real objects		Teacher's guide		<table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table>	The board		Flash cards		
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<b>Skills</b>	Critical thinking: Observation – communication: Self-expression.															
	<b><u>Lesson Procedures</u></b>															
<b>Review</b>	Greet the class. Say the months of the year chorally.															
<b>Warm up</b>	Answer: what is your favorite month?															
<b>Presentation New Vocabulary and structures.</b>	<b>Vocabulary:</b> Teach the new words: first – second – third – fourth- When is your birthday? I will teach asking and answer about date of birth and get the children to ask and answer in pairs.  <b>Language:</b> When is your birthday? It's on March 2 <sup>nd</sup> .															
<b>Refer To teacher's guide page</b>	Pages 22/23															
<b>Exercise</b>	<b>No1 :1,2</b>		<b>Page : 22</b>													
<b>Exercise</b>	<b>No2: 1,2,3</b>		<b>Page : 23</b>													
<b>Assessment</b>	Ask "When is your birthday?" and check answers.															
<b>Closing</b>	I will say good bye, next we will learn the water cycle.															
<b>Evaluation: Weaknesses points :some students need focus on</b>																

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<b>Date</b>			
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<b>Contents</b>	<b>Unit 8</b>	<b>Seasons of the year</b>	<b>Lesson:4</b>	<b>Page :24/25</b>												
<b>objectives</b>	1-To recognize and produce the water cycle. 2-To speak about the water cycle on Earth.															
<b>Materials</b>	<table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table>	Student book		C D		<table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table>	real objects		Teacher's guide		<table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table>	The board		Flash cards		
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Flash cards																
<b>issues</b>	Environmental awareness- awareness of rights and duties.															
<b>Values</b>	Appreciation of science – Independence.															
<b>Skills</b>	Critical thinking: Observation – communication: Self-expression.															
	<b><u>Lesson Procedures</u></b>															
<b>Review</b>	Greet the class; revise the months of the year and the seasons.															
<b>Warm up</b>	Ask about the date of birth using" When is your birthday?"															
<b>Presentation New Vocabulary and structures.</b>	<b>Vocabulary:</b> Teach the words using cards: equator – Earth – snow - rain – sea – clouds - wind – sky – water cycle – Evaporation – condensation – precipitation – accumulation.  <b>Language:</b> The rain falls from the sky.															
<b>Refer To teacher's guide page</b>	Pages 24/25															
<b>Exercise</b>	<b>No1 :1,2</b>		<b>Page : 24</b>													
<b>Exercise</b>	<b>No2: 1,2</b>		<b>Page : 25</b>													
<b>Assessment</b>	Talk about the water cycle on our Earth planet.															
<b>Closing</b>	I will say good bye, we will learn new sounds next time "spr" and "str" with Busy Bee.															
<b>Evaluation: Weaknesses points :some students need focus on</b>																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>





<b>Date</b>			
<b>Period</b>			
<b>Class</b>			



<b>Contents</b>	<b>Unit 8</b>	<b>Seasons of the year</b>	<b>Lesson:5</b>	<b>Page 26/29</b>												
<b>objectives</b>	1-To recognize and produce the letter sounds ( <b>spr</b> ), and ( <b>str</b> ). 2-To find words with the sounds ( <b>spr</b> ) , and ( <b>str</b> ).															
<b>Materials</b>	<table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table>	Student book		C D		<table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table>	real objects		Teacher's guide		<table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table>	The board		Flash cards		
Student book																
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The board																
Flash cards																
<b>issues</b>	Environmental awareness- awareness of rights and duties.															
<b>Values</b>	Appreciation of science – Independence.															
<b>Skills</b>	Critical thinking: Observation – communication: Self-expression.															
	<b><u>Lesson Procedures</u></b>															
<b>Review</b>	Greet the children. Say words have sound ( <b>ss</b> ) and ( <b>ll</b> ).															
<b>Warm up</b>	Say the seasons. Revise the body months of the year.															
<b>Presentation New Vocabulary and structures.</b>	<b>Vocabulary:</b> Teach the new words using cards: spring – spray – street – straight – strawberry.  <b>Language:</b> We put a question mark (?) at the end of every question. <b>Ex:</b> What's your favorite season?															
<b>Refer To teacher's guide page</b>	Pages 26/29															
<b>Exercise</b>	<b>No1 :1,2</b>		<b>Page : 26,27</b>													
<b>Exercise</b>	<b>No2: 1,2</b>		<b>Page : 28,29</b>													
<b>Assessment</b>	Say words have the sound " <b>spr</b> " and " <b>str</b> ", check answers.															
<b>Closing</b>	I will say good bye, next we will learn some important rules to conserve water.															
<b>Evaluation: Weaknesses points :some students need focus on</b>																

Aims		Steps		Understanding	
Achieved	<input type="radio"/>	Covered	<input type="radio"/>	Understood	<input type="radio"/>
Not achieved	<input type="radio"/>	Not covered	<input type="radio"/>	Not understood	<input type="radio"/>



<b>Date</b>			
<b>Period</b>			
<b>Class</b>			



<b>Contents</b>	<b>Unit 8</b>	<b>Seasons of the year</b>	<b>Lesson:6</b>	<b>Page :30/33</b>												
<b>objectives</b>	1- To know how to keep the water clean. 2- To know and say rules to preserve water. 3-To use and say imperative sentences.															
<b>Materials</b>	<table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table>	Student book		C D		<table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table>	real objects		Teacher's guide		<table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table>	The board		Flash cards		
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C D																
real objects																
Teacher's guide																
The board																
Flash cards																
<b>issues</b>	Environmental awareness- awareness of rights and duties.															
<b>Values</b>	Appreciation of science – Independence.															
<b>Skills</b>	Critical thinking: Observation – communication: Self-expression.															
	<b><u>Lesson Procedures</u></b>															
<b>Review</b>	Greet the children, revise the sound ( <b>spr</b> ) and ( <b>str</b> ) from last lesson.															
<b>Warm up</b>	Say the months, Answer a question about the date of birth.															
<b>Presentation New Vocabulary and structures.</b>	<b>Vocabulary:</b> Teach the new words: only - bowl – shower – faucet – brushing your teeth – plant – early - need .Then read and say the rules to preserve water.  <b>Language:</b> Imperative sentence start with a verb in the infinitive. Turn off the faucet.															
<b>Refer To teacher's guide page</b>	<b>Pages 30/33</b>															
<b>Exercise</b>	<b>No1 :1,2</b>		<b>Page : 30,31</b>													
<b>Exercise</b>	<b>No2: 1,2</b>		<b>Page : 32,33</b>													
<b>Assessment</b>	Get the pupils to try to say the rules and find more rules.															
<b>Closing</b>	I will say good bye, next we will learn about: what did you do?															
<b>Evaluation: Weaknesses points :some students need focus on</b>																

Aims		Steps		Understanding	
Achieved	<input type="radio"/>	Covered	<input type="radio"/>	Understood	<input type="radio"/>
Not achieved	<input type="radio"/>	Not covered	<input type="radio"/>	Not understood	<input type="radio"/>





<b>Date</b>			
<b>Period</b>			
<b>Class</b>			



<b>Contents</b>	<b>Unit : 9</b>	<b>What did you do?</b>	<b>Lesson:2</b>	<b>Page :36/37</b>												
<b>objectives</b>	1- To use the past simple tense to tell events in the past. 2- To identify and use some jewelry words. 3- To know some regular and irregular verbs and their past form. 4- To read a text about Khan al-Khalili.															
<b>Materials</b>	<table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table>	Student book		C D		<table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table>	real objects		Teacher's guide		<table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table>	The board		Flash cards		
Student book																
C D																
real objects																
Teacher's guide																
The board																
Flash cards																
<b>issues</b>	Loyalty and belonging.															
<b>Values</b>	Love of homeland - Cooperation.															
<b>Skills</b>	Communication - Creativity.															
	<b><u>Lesson Procedures</u></b>															
<b>Review</b>	Greet the class; revise the sentences from the last lesson.															
<b>Warm up</b>	Ask and answer about events in the past using what did you do?															
<b>Presentation New Vocabulary and structures.</b>	<b>Vocabulary:</b> Teach the new words: perfume – bracelet – earrings – necklace – spice – find – fabric – cafe – break- buy- bake – visit.  <b>Language:</b> What did Waleed do yesterday? He bought jewelry.															
<b>Refer To teacher's guide page</b>	Pages 36/37															
<b>Exercise</b>	No1 :1/2		Page : 36													
<b>Exercise</b>	No2: 1/2		Page : 37													
<b>Assessment</b>	I will use the flash cards to revise all the words and the past tense.															
<b>Closing</b>	I will say goodbye, next we will learn the past simple tense.															
<b>Evaluation: Weaknesses points :some students need focus on</b>																

Aims		Steps		Understanding	
Achieved	<input type="radio"/>	Covered	<input type="radio"/>	Understood	<input type="radio"/>
Not achieved	<input type="radio"/>	Not covered	<input type="radio"/>	Not understood	<input type="radio"/>





<b>Date</b>			
<b>Period</b>			
<b>Class</b>			



<b>Contents</b>	<b>Unit : 9</b>	<b>What did you do?</b>	<b>Lesson:3</b>	<b>Page :38/39</b>
<b>objectives</b>	1- To use the past simple tense to tell events in the past. 2- To identify and use the past form of regular verbs. 3- To know some irregular verbs and their past form. 4- To ask and answer in the past tense.			
<b>Materials</b>	<input type="text" value="Student book"/>	<input type="text" value="real objects"/>	<input type="text" value="The board"/>	
	<input type="text" value="C D"/>	<input type="text" value="Teacher's guide"/>	<input type="text" value="Flash cards"/>	
<b>issues</b>	Loyalty and belonging.			
<b>Values</b>	Love of homeland - Cooperation.			
<b>Skills</b>	Communication - Creativity.			
	<b><u>Lesson Procedures</u></b>			
<b>Review</b>	Greet the class; revise the sentences using the past tense.			
<b>Warm up</b>	Ask and answer, what did you do yesterday?			
<b>Presentation New Vocabulary and structures.</b>	<b>Vocabulary:</b> Teach the new words: cook – play – work – travel – look at – am/is – was have – had – stay – gold – silver.  <b>Language :</b> play- played & cook – cooked & travel – travelled am/is – was & have – had & see-saw			
<b>Refer To teacher's guide page</b>	Pages 38/39			
<b>Exercise</b>	<b>No1 :1,2</b>		<b>Page : 38</b>	
<b>Exercise</b>	<b>No2: 1,2</b>		<b>Page : 39</b>	
<b>Assessment</b>	Ask and answer using: What did you do yesterday?			
<b>Closing</b>	I will say goodbye next we will learn new sounds "pr" and "br".			
<b>Evaluation: Weaknesses points :some students need focus on</b>				

Aims		Steps		Understanding	
Achieved	<input type="radio"/>	Covered	<input type="radio"/>	Understood	<input type="radio"/>
Not achieved	<input type="radio"/>	Not covered	<input type="radio"/>	Not understood	<input type="radio"/>



<b>Class</b>			
<b>Period</b>			
<b>Class</b>			



<b>Contents</b>	<b>Unit: 9</b>	<b>What did you do?</b>	<b>Lesson:4</b>	<b>Page :40/41</b>												
<b>objectives</b>	1-To recognize and produce the letter sounds ( <b>pr</b> ) and ( <b>br</b> ). 2- To find words with ( <b>pr</b> ) and ( <b>br</b> ) sounds. 3- To pronounce the sound " <b>ed</b> " in the correct way.															
<b>Materials</b>	<table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table>	Student book		C D		<table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table>	real objects		Teacher's guide		<table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table>	The board		Flash cards		
Student book																
C D																
real objects																
Teacher's guide																
The board																
Flash cards																
<b>issues</b>	Loyalty and belonging.															
<b>Values</b>	Love of homeland - Cooperation.															
<b>Skills</b>	Communication - Creativity.															
	<b><u>Lesson Procedures</u></b>															
<b>Review</b>	Greet the class; revise the months and seasons.															
<b>Warm up</b>	Ask and answer about the price using: how much is the robot?															
<b>Presentation New Vocabulary and structures.</b>	<b>Vocabulary:</b> Teach the new words: present – price – printer – princess branch – brush – broom- bracelet – played – loved – visited – needed – baked- cooked.  <b>Language:</b> What did you do yesterday? I bought a bracelet.															
<b>Refer To teacher's guide page</b>	Pages 40/41															
<b>Exercise</b>	<b>No1 :1,2</b>		<b>Page : 40</b>													
<b>Exercise</b>	<b>No2: 1,2</b>		<b>Page : 41</b>													
<b>Assessment</b>	Say words have the sounds " <b>pr</b> " and " <b>br</b> ".															
<b>Closing</b>	I will tell them that we will learn about jewelry in Ancient Egypt.															
<b>Evaluation:</b> Weaknesses points :some students need focus on																

Aims		Steps		Understanding	
Achieved	<input type="radio"/>	Covered	<input type="radio"/>	Understood	<input type="radio"/>
Not achieved	<input type="radio"/>	Not covered	<input type="radio"/>	Not understood	<input type="radio"/>



<b>Date</b>			
<b>Period</b>			
<b>Class</b>			



<b>Contents</b>	<b>Unit : 9</b>	<b>What did you do?</b>	<b>Lesson:5</b>	<b>Page :42/43</b>												
<b>objectives</b>	1-To know and say some of the jewelry in Ancient Egypt 2- To be proud of our history and the Ancient Egyptian. 3- To say and read sentences in the past tense.															
<b>Materials</b>	<table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table>	Student book		C D		<table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table>	real objects		Teacher's guide		<table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table>	The board		Flash cards		
Student book																
C D																
real objects																
Teacher's guide																
The board																
Flash cards																
<b>issues</b>	Loyalty and belonging.															
<b>Values</b>	Love of homeland - Cooperation.															
<b>Skills</b>	Communication - Creativity.															
	<b><u>Lesson Procedures</u></b>															
<b>Review</b>	Greet the class, Say the seasons and months of the year.															
<b>Warm up</b>	Say words have the sounds: <b>str - spr – pr- br .</b>															
<b>Presentation New Vocabulary and structures.</b>	<b>Vocabulary:</b> I will use cards to teach the words: beautiful – animal – ring- colored – stones – famous – made of- gold- blue eye.  <b>Language:</b> What did you do yesterday? I visited the bazaar.															
<b>Refer To teacher's guide page</b>	Pages 42/43															
<b>Exercise</b>	<b>No1 :1,2</b>		<b>Page : 42</b>													
<b>Exercise</b>	<b>No2: 1,2</b>		<b>Page : 43</b>													
<b>Assessment</b>	Ask them to say some Ancient Egyptian jewelry.															
<b>Closing</b>	I will tell them we will revise the words and sentences that we learn in this unit.															
<b>Evaluation:</b> Weaknesses points :some students need focus on																

Aims		Steps		Understanding	
Achieved	<input type="radio"/>	Covered	<input type="radio"/>	Understood	<input type="radio"/>
Not achieved	<input type="radio"/>	Not covered	<input type="radio"/>	Not understood	<input type="radio"/>



<b>Date</b>			
<b>Period</b>			
<b>Class</b>			



<b>Contents</b>	<b>Unit :9</b>	<b>What did you do?</b>	<b>Lesson:6</b>	<b>Page :44/55</b>												
<b>objectives</b>	1- To learn and talk about Ancient Egypt. 2-To listen and read a text about Ancient Egyptians. 3-To revise the past simple tense and verbs in the past.															
<b>Materials</b>	<table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table>	Student book		C D		<table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table>	real objects		Teacher's guide		<table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table>	The board		Flash cards		
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Flash cards																
<b>issues</b>	Loyalty and belonging.															
<b>Values</b>	Love of homeland - Cooperation.															
<b>Skills</b>	Communication - Creativity.															
	<b><u>Lesson Procedures</u></b>															
<b>Review</b>	Greet the children; Revise the verbs, regular and irregular.															
<b>Warm up</b>	Say words have the sounds "pr" and "br".															
<b>Presentation New Vocabulary and structures.</b>	<p><b><u>Vocabulary:</u></b> To revise the words and verbs: work – cook – bake – travel – see – saw - buys – bought- necklace – bracelet – ring – gold-silver .</p> <p><b><u>Language:</u></b> Play – played – buy– bought ((revise)).          What did you do yesterday? &amp; I bought a present.</p>															
<b>Refer To teacher's guide page</b>	Pages 44/49															
<b>Exercise</b>	<b>No1 :1,2</b>		<b>Page : 45/46/47</b>													
<b>Exercise</b>	<b>No2: 1,2</b>		<b>Page : 48/49</b>													
<b>Assessment</b>	Ask and check answers: What did you do yesterday?															
<b>Closing</b>	I will tell them we will revise all the words and sentences that we learned next time.															
<b>Evaluation: Weaknesses points :some students need focus on</b>																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>











<b>Date</b>			
<b>Period</b>			
<b>Class</b>			



<b>Contents</b>	<b>Unit : 10</b>	<b>Let's search online!</b>	<b>Lesson: 2</b>	<b>Page :60/61</b>												
<b>Objectives</b>	1-To ask and answer about personal information. 2- To identify and read sentences about using the internet. 3- To learn how to be safe on the internet.															
<b>Materials</b>	<table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table>	Student book		C D		<table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table>	real objects		Teacher's guide		<table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table>	The board		Flash cards		
Student book																
C D																
real objects																
Teacher's guide																
The board																
Flash cards																
<b>Issues</b>	Digital citizenship – Technological awareness.															
<b>Values</b>	Independence – self-discipline.															
<b>Skills</b>	Communication – problem-solving – Decision-making.															
	<b><u>Lesson Procedures</u></b>															
<b>Review</b>	Greet the children, review the technological items.															
<b>Warm up</b>	Revise the seasons. Answer" Can you watch videos?"															
<b>Presentation New Vocabulary and structures.</b>	<b>Vocabulary:</b> I will teach the words: telephone number – address – password – family name – birthday – safe online- not safe online.  <b>Language:</b> What's your telephone number? & 8000,000. What's your address? & Al- Salam street.															
<b>Refer To teacher's guide page</b>	Pages 60/61															
<b>Exercise</b>	<b>No1 :1,2</b>		<b>Page : 60</b>													
<b>Exercise</b>	<b>No2:1, 2</b>		<b>Page : 61</b>													
<b>Assessment</b>	Ask them "What's your address? check answers.															
<b>Closing</b>	I will tell them we will learn more about the internet next time.															
<b>Evaluation:</b> Weaknesses points :some students need focus on																

Aims		Steps		Understanding	
Achieved	<input type="radio"/>	Covered	<input type="radio"/>	Understood	<input type="radio"/>
Not achieved	<input type="radio"/>	Not covered	<input type="radio"/>	Not understood	<input type="radio"/>



<b>Date</b>			
<b>Period</b>			
<b>Class</b>			



<b>Contents</b>	<b>Unit 10</b>	<b>Let's search online!</b>	<b>Lesson: 3</b>	<b>Page :62/63</b>												
<b>Objectives</b>	1-To learn about using the internet to find information. 2-To learn how to use the internet safely.															
<b>Materials</b>	<table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table>	Student book		C D		<table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table>	real objects		Teacher's guide		<table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table>	The board		Flash cards		
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The board																
Flash cards																
<b>issues</b>	Digital citizenship – Technological awareness.															
<b>Values</b>	Independence – self-discipline.															
<b>Skills</b>	Communication – problem-solving – Decision-making.															
	<b><u>Lesson Procedures</u></b>															
<b>Review</b>	Greet the children; Ask about personal information.															
<b>Warm up</b>	Say the technological items, answer what's your address?															
<b>Presentation New Vocabulary and structures.</b>	<b>Vocabulary:</b> I will teach the words: keywords – search engine – search – website - information.  <b>Language:</b> I can find information online. These are keywords.															
<b>Refer To teacher's guide page</b>	Pages 62/63															
<b>Exercise</b>	<b>No1 :1</b>		<b>Page : 63</b>													
<b>Exercise</b>	<b>No2: 2</b>		<b>Page : 63</b>													
<b>Assessment</b>	Ask them: How to get information online? Check answers.															
<b>Closing</b>	Next we will learn some new verbs. Then I will say goodbye.															
<b>Evaluation: Weaknesses points :some students need focus on</b>																

Aims		Steps		Understanding	
Achieved	<input type="radio"/>	Covered	<input type="radio"/>	Understood	<input type="radio"/>
Not achieved	<input type="radio"/>	Not covered	<input type="radio"/>	Not understood	<input type="radio"/>



<b>Date</b>			
<b>Period</b>			
<b>Class</b>			



<b>Contents</b>	<b>Unit 10</b>	<b>Let's search online!</b>	<b>Lesson: 4</b>	<b>Page :64/65</b>
<b>objectives</b>	1-To recognize and produce some new verbs. 2-To read and make sentences using these verbs.			
<b>Materials</b>	<input type="text" value="Student book"/>	<input type="text" value="real objects"/>	<input type="text" value="The board"/>	
	<input type="text" value="C D"/>	<input type="text" value="Teacher's guide"/>	<input type="text" value="Flash cards"/>	
<b>issues</b>	Digital citizenship – Technological awareness.			
<b>Values</b>	Independence – self-discipline.			
<b>Skills</b>	Collaboration – problem-solving – Decision-making.			
	<b><u>Lesson Procedures</u></b>			
<b>Review</b>	Greet the children; revise the words and phrases from the last lesson about using the internet.			
<b>Warm up</b>	Revise the technological items and the personal information.			
<b>Presentation New Vocabulary and structures.</b>	<b>Vocabulary:</b> Teach the new words: work in groups – do projects – learn – answer questions – solve problems – talk with others.  <b>Language:</b> Heba answers the questions. <i>You talk with others more.</i> <i>You work in groups to learn a lot.</i>			
<b>Refer To teacher's guide page</b>	Pages 64/65			
<b>Exercise</b>	<b>No1 :1</b>		<b>Page : 64</b>	
<b>Exercise</b>	<b>No2: 2</b>		<b>Page : 65</b>	
<b>Assessment</b>	Say sentences using the new verbs, check their sentences.			
<b>Closing</b>	I will tell them we will learn about the word syllables next time.			
<b>Evaluation:</b> Weaknesses points :some students need focus on				

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>





<b>Date</b>			
<b>Period</b>			
<b>Class</b>			



<b>Contents</b>	<b>Unit 10</b>	<b>Let's search online!</b>	<b>Lesson: 5</b>	<b>Page :66/69</b>												
<b>objectives</b>	-To recognize and count the syllables in the word. 2-To find words have one, two or three syllables.															
<b>Materials</b>	<table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table>	Student book		C D		<table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table>	real objects		Teacher's guide		<table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table>	The board		Flash cards		
Student book																
C D																
real objects																
Teacher's guide																
The board																
Flash cards																
<b>issues</b>	Digital citizenship – Technological awareness.															
<b>Values</b>	Independence – self-discipline.															
<b>Skills</b>	Communication – problem-solving – Decision-making.															
	<b><u>Lesson Procedures</u></b>															
<b>Review</b>	I will greet the class. Revise the words from the last lesson.															
<b>Warm up</b>	I will ask: What's your telephone number? Check answers.															
<b>Presentation New Vocabulary and structures.</b>	<b>Vocabulary:</b> Revise and teach these words: mouse- phone – screen – search – tablet- website- keyboard – research – video – recycle – computer - internet.  <b>Language:</b> One syllables: mouse - phone. Two syllables: tablet - keyboard. Three syllables: computer – internet.															
<b>Refer To teacher's guide page</b>	Pages 66/69															
<b>Exercise</b>	<b>No1 :1,2</b>		<b>Page : 66.67</b>													
<b>Exercise</b>	<b>No2: 1,2</b>		<b>Page : 68.69</b>													
<b>Assessment</b>	Say some words have two syllables, check answers.															
<b>Closing</b>	I will say good bye, next time we will learn the words so - and - but.															
<b>Evaluation: Weaknesses points :some students need focus on</b>																

Aims		Steps		Understanding	
Achieved	<input type="radio"/>	Covered	<input type="radio"/>	Understood	<input type="radio"/>
Not achieved	<input type="radio"/>	Not covered	<input type="radio"/>	Not understood	<input type="radio"/>



<b>Date</b>			
<b>Period</b>			
<b>Class</b>			



<b>Contents</b>	<b>Unit: 10</b>	<b>Let's search online!</b>	<b>Lesson:6</b>	<b>Page :70/73</b>
<b>objectives</b>	1-To recognize and use the words so, and, but. 2- To say sentences using the words so, and, but correctly.			
<b>Materials</b>	<input type="text" value="Student book"/>	<input type="text" value="real objects"/>	<input type="text" value="The board"/>	
	<input type="text" value="C D"/>	<input type="text" value="Teacher's guide"/>	<input type="text" value="Flash cards"/>	
<b>issues</b>	Digital citizenship – Technological awareness.			
<b>Values</b>	Independence – self-discipline.			
<b>Skills</b>	Communication – problem-solving – Decision-making.			
	<b><u>Lesson Procedures</u></b>			
<b>Review</b>	Greet the class; revise the natural resources in Egypt.			
<b>Warm up</b>	Ask and answer: What's in your living room?			
<b>Presentation New Vocabulary and structures.</b>	<b>Vocabulary:</b> To teach the new words: so – but – and- hungry – tired – want- wanted- know- ask for help – answer-falafel .  <b>Language:</b> so: He's hungry, <b>so</b> he gets some food and: they had falafel <b>and</b> salad. but: They wanted to go to the park, <b>but</b> it was raining			
<b>Refer To teacher's guide page</b>	Pages 70/73			
<b>Exercise</b>	<b>No1 :1,2</b>		<b>Page : 70-71</b>	
<b>Exercise</b>	<b>No2: 1,2</b>		<b>Page : 72-73</b>	
<b>Assessment</b>	Say two sentences using so - and – but , check answers			
<b>Closing</b>	I will say good bye. Next we will learn about the sea creatures.			
<b>Evaluation:</b> Weaknesses points :some students need focus on				

Aims		Steps		Understanding	
Achieved	<input type="radio"/>	Covered	<input type="radio"/>	Understood	<input type="radio"/>
Not achieved	<input type="radio"/>	Not covered	<input type="radio"/>	Not understood	<input type="radio"/>



<b>Date</b>			
<b>Period</b>			
<b>Class</b>			



<b>Contents</b>	<b>Unit : 11</b>	<b>How tall is it?</b>	<b>Lesson: 1</b>	<b>Page :74/75</b>												
<b>objectives</b>	1- To identify and talk about the sea creatures. 2- Ask and answer using " how tall is it?" 3-To ask and answer using how tall and how long.															
<b>Materials</b>	<table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table>	Student book		C D		<table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table>	real objects		Teacher's guide		<table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table>	The board		Flash cards		
Student book																
C D																
real objects																
Teacher's guide																
The board																
Flash cards																
<b>issues</b>	Loyalty and belonging – National unity.															
<b>Values</b>	Curiosity.															
<b>Skills</b>	Communication – Negotiation.															
	<b><u>Lesson Procedures</u></b>															
<b>Review</b>	Greet the children; revise the technological items.															
<b>Warm up</b>	Say words have one and two syllables, check answers.															
<b>Presentation New Vocabulary and structures.</b>	<b>Vocabulary:</b> To teach the new words: forest – sea – desert – The Red Sea- creatures – boat – diver- octopus- jellyfish- sea snake- starfish- sea horse- how tall – how long.  <b>Language:</b> How tall is the sea horse? It's about 30 centimeters tall. How long is this fish?    &    It's 1 meter 40 centimeters long.															
<b>Refer To teacher's guide page</b>	Pages 74 /75															
<b>Exercise</b>	<b>No1 :1,2</b>		<b>Page : 74</b>													
<b>Exercise</b>	<b>No2: 1,2</b>		<b>Page : 75</b>													
<b>Assessment</b>	Say the sea creatures, answer: How long is this fish?															
<b>Closing</b>	I will tell them we will learn numbers from 1 to 1000 next time, then I will say goodbye.															
<b>Evaluation: Weaknesses points :some students need focus on</b>																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



<b>Date</b>			
<b>Period</b>			
<b>Class</b>			



<b>Contents</b>	<b>Unit :11</b>	<b>How tall is it?</b>	<b>Lesson: 2</b>	<b>Page :76/77</b>												
<b>objectives</b>	1-To learn and know the numbers from 100 to 1000. 2- To read and say numbers contain 2 or 3 cells correctly. 3- To read and answer an equation using plus or minus.															
<b>Materials</b>	<table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table>	Student book		C D		<table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table>	real objects		Teacher's guide		<table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table>	The board		Flash cards		
Student book																
C D																
real objects																
Teacher's guide																
The board																
Flash cards																
<b>issues</b>	Loyalty and belonging – National unity.															
<b>Values</b>	Curiosity.															
<b>Skills</b>	Communication – Negotiation.															
	<b><u>Lesson Procedures</u></b>															
<b>Review</b>	Greet the children; revise the sea creatures using cards.															
<b>Warm up</b>	Answer: What's your address? Check answers.															
<b>Presentation New Vocabulary and structures.</b>	<b>Vocabulary:</b> I will teach the words: plus – minus - ten – twenty – thirty – forty – fifty – sixty- seventy – eighty – ninety- one hundred- two hundred – three hundred- one thousand. I will get them to read the words many times.  <b>Language:</b> Read the numbers       **       67       513       298. Read and answer this equation   **       50 + 50 =100.															
<b>Refer To teacher's guide page</b>	Pages 76/77															
<b>Exercise</b>	<b>No1 :1-2</b>		<b>Page : 76</b>													
<b>Exercise</b>	<b>No2: 1-2</b>		<b>Page : 77</b>													
<b>Assessment</b>	Say the numbers chorally from 100, 200, 300 to 1000.															
<b>Closing</b>	I will tell them we will learn to count money using numbers, then I will say good bye.															
<b>Evaluation: Weaknesses points :some students need focus on</b>																

Aims		Steps		Understanding	
Achieved	<input type="radio"/>	Covered	<input type="radio"/>	Understood	<input type="radio"/>
Not achieved	<input type="radio"/>	Not covered	<input type="radio"/>	Not understood	<input type="radio"/>



<b>Date</b>			
<b>Period</b>			
<b>Class</b>			



<b>Contents</b>	<b>Unit : 11</b>	<b>How tall is it?</b>	<b>Lesson : 3</b>	<b>Page :78/79</b>												
<b>objectives</b>	1- To identify and use the numbers. 2- To ask and answer using "How long". 3-To use numbers for adding and subtracting money.															
<b>Materials</b>	<table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table>	Student book		C D		<table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table>	real objects		Teacher's guide		<table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table>	The board		Flash cards		
Student book																
C D																
real objects																
Teacher's guide																
The board																
Flash cards																
<b>issues</b>	Loyalty and belonging – National unity.															
<b>Values</b>	Curiosity.															
<b>Skills</b>	Communication – Negotiation.															
	<b><u>Lesson Procedures</u></b>															
<b>Review</b>	Greet the children; revise the seasons and sea creatures.															
<b>Warm up</b>	Answer: what is $50 + 50?$ , revise numbers.															
<b>Presentation New Vocabulary and structures.</b>	<b>Vocabulary:</b> I will teach the words: plus –pound - ten – twenty – thirty – forty – fifty – sixty- seventy – eighty – ninety- one hundred- two hundred – three hundred- one thousand.  <b>Language:</b> One hundred plus thirty five is..... Read these numbers:    54            879            123.															
<b>Refer To teacher's guide page</b>	Pages 78/79															
<b>Exercise</b>	<b>No1 :1,2</b>		<b>Page : 78</b>													
<b>Exercise</b>	<b>No2: 1,2</b>		<b>Page : 79</b>													
<b>Assessment</b>	Revise the equations and numbers using the class items.															
<b>Closing</b>	I will tell them we will learn about the measurement of weights next time, then I will say good bye.															
<b>Evaluation: Weaknesses points :some students need focus on</b>																

Aims		Steps		Understanding	
Achieved	<input type="radio"/>	Covered	<input type="radio"/>	Understood	<input type="radio"/>
Not achieved	<input type="radio"/>	Not covered	<input type="radio"/>	Not understood	<input type="radio"/>



<b>Date</b>			
<b>Period</b>			
<b>Class</b>			



<b>Contents</b>	<b>Unit : 11</b>	<b>How tall is it?</b>	<b>Lesson:4</b>	<b>Page :80/81</b>												
<b>objectives</b>	1- To talk about estimation and measurement of weights. 2- To learn about using the gram and kilogram. 3-to read and say sentences using the measurement of weights.															
<b>Materials</b>	<table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table>	Student book		C D		<table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table>	real objects		Teacher's guide		<table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table>	The board		Flash cards		
Student book																
C D																
real objects																
Teacher's guide																
The board																
Flash cards																
<b>issues</b>	<b>Loyalty and belonging – National unity.</b>															
<b>Values</b>	<b>Curiosity.</b>															
<b>Skills</b>	<b>Communication – Negotiation.</b>															
	<b><u>Lesson Procedures</u></b>															
<b>Review</b>	<b>Greet the children and then revise the numbers from 100 to 1000.</b>															
<b>Warm up</b>	<b>Ask them: how tall is the giraffe? Check answers.</b>															
<b>Presentation New Vocabulary and structures.</b>	<b>Vocabulary:</b> To teach the new words: a gram – a kilogram – light – large – weigh- . I will teach these words and get them to repeat.  <b>Language:</b> The pen weighs 7 grams. The girl is 40 kilograms.															
<b>Refer To teacher's guide page</b>	<b>Pages 80/81</b>															
<b>Exercise</b>	<b>No1 :1/2</b>		<b>Page : 80</b>													
<b>Exercise</b>	<b>No2: 1/2</b>		<b>Page : 81</b>													
<b>Assessment</b>	<b>Say sentences about the weight of things that you have.</b>															
<b>Closing</b>	<b>I will say goodbye. Next time we will learn the names of famous monuments in Egypt.</b>															
<b>Evaluation: Weaknesses points :some students need focus on</b>																

<b>Aims</b>	<b>Steps</b>	<b>Understanding</b>
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>





<b>Date</b>			
<b>Period</b>			
<b>Class</b>			



<b>Contents</b>	<b>Unit : 11</b>	<b>How tall is it?</b>	<b>Lesson:5</b>	<b>Page :82/83</b>												
<b>objectives</b>	1-To recognize and know some famous monuments in Egypt 2-To be proud of our Ancient Egypt and our monuments. 3- To read and say sentences about these monuments.															
<b>Materials</b>	<table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table>	Student book		C D		<table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table>	real objects		Teacher's guide		<table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table>	The board		Flash cards		
Student book																
C D																
real objects																
Teacher's guide																
The board																
Flash cards																
<b>issues</b>	Loyalty and belonging – National unity.															
<b>Values</b>	Curiosity.															
<b>Skills</b>	Communication – Negotiation.															
	<b><u>Lesson Procedures</u></b>															
<b>Review</b>	Greet the children; revise the sea creatures and numbers.															
<b>Warm up</b>	Ask and check answers: How long is the street?															
<b>Presentation New Vocabulary and structures.</b>	<b>Vocabulary:</b> To teach the new words: monument – the Sphinx – Karnak Temple – Hypostyle Hall – statue –pillars – world – Abu Simbel- The library of Alexandria – human head.  <b>Language:</b> I'm at Giza. I have a lion's body and a human head. I'm in Alex. I have lots of books.															
<b>Refer To teacher's guide page</b>	Pages 82/83															
<b>Exercise</b>	<b>No1 :1/2</b>		<b>Page : 82</b>													
<b>Exercise</b>	<b>No2: 2/2</b>		<b>Page : 83</b>													
<b>Assessment</b>	Say sentences about some famous monuments in Egypt.															
<b>Closing</b>	I will say goodbye. Next time we will learn the sound "er".															
<b>Evaluation: Weaknesses points :some students need focus on</b>																

Aims		Steps		Understanding	
Achieved	<input type="radio"/>	Covered	<input type="radio"/>	Understood	<input type="radio"/>
Not achieved	<input type="radio"/>	Not covered	<input type="radio"/>	Not understood	<input type="radio"/>



<b>Date</b>			
<b>Period</b>			
<b>Class</b>			



<b>Contents</b>	<b>Unit : 11</b>	<b>How tall is it?</b>	<b>Lesson:6</b>	<b>Page :84/87</b>												
<b>objectives</b>	1-To recognize and produce the letter sound (er). 2-To find words with the sounds (er). 3- To use(er) to make the person of the verb.															
<b>Materials</b>	<table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table>	Student book		C D		<table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table>	real objects		Teacher's guide		<table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table>	The board		Flash cards		
Student book																
C D																
real objects																
Teacher's guide																
The board																
Flash cards																
<b>issues</b>	Loyalty and belonging – National unity.															
<b>Values</b>	Curiosity.															
<b>Skills</b>	Communication – Negotiation.															
	<b><u>Lesson Procedures</u></b>															
<b>Review</b>	Greet the children, revise the words have "pr" and "br" sounds.															
<b>Warm up</b>	I will get one of them to speak about a monument, check answers.															
<b>Presentation New Vocabulary and structures.</b>	<b>Vocabulary:</b> Revise and teach these words: meter- water-paper - teach- teacher - paint- painter- computer – bake - baker – flower- sing- singer.  <b>Language:</b> bake- baker & sing- singer & teach –teacher & clean –cleaner & paint- painter.															
<b>Refer To teacher's guide page</b>	Pages 84/87															
<b>Exercise</b>	<b>No1 :1/2</b>	<b>Page : 84- 85</b>														
<b>Exercise</b>	<b>No2: 1/2</b>	<b>Page : 86- 87</b>														
<b>Assessment</b>	Say words have "er" and a verb with "er" to be a person.															
<b>Closing</b>	I will say goodbye. Next time we will learn about the food.															
<b>Evaluation: Weaknesses points :some students need focus on</b>																

Aims		Steps		Understanding	
Achieved	<input type="radio"/>	Covered	<input type="radio"/>	Understood	<input type="radio"/>
Not achieved	<input type="radio"/>	Not covered	<input type="radio"/>	Not understood	<input type="radio"/>



<b>Date</b>			
<b>Period</b>			
<b>Class</b>			



<b>Contents</b>	<b>Unit : 12</b>	<b>I'd like chicken, please.</b>	<b>Lesson:1</b>	<b>Page :88/89</b>												
<b>objectives</b>	1- To know and identify the meals and foods. 2- To learn offering something to eat or drink. 3- Ask and answer with would you like...?															
<b>Materials</b>	<table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table>	Student book		C D		<table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table>	real objects		Teacher's guide		<table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table>	The board		Flash cards		
Student book																
C D																
real objects																
Teacher's guide																
The board																
Flash cards																
<b>issues</b>	Community participation.															
<b>Values</b>	Cooperation – Independence: self-discipline – Accounting.															
<b>Skills</b>	Communication – Decision-making- Accountability.															
	<b><u>Lesson Procedures</u></b>															
<b>Review</b>	Greet the children and then revise words from the last unit.															
<b>Warm up</b>	I will ask them: What's your telephone number? Check answers.															
<b>Presentation New Vocabulary and structures.</b>	<b>Vocabulary:</b> Teach the new words: breakfast - lunch –dinner – soup - snack – rice- potatoes- chicken – vegetables- delicious- prefer.  <b>Language:</b> Question: What would you like? Answer: I'd like chicken, please. Question: would you like some rice? Answer: Yes, please/ No, thank you.															
<b>Refer To teacher's guide page</b>	Pages 88/89															
<b>Exercise</b>	<b>No1 :1/2</b>		<b>Page : 88</b>													
<b>Exercise</b>	<b>No2: 1/2</b>		<b>Page : 89</b>													
<b>Assessment</b>	Ask them: What would you like? Check answers.															
<b>Closing</b>	I will say goodbye. Next time we will learn about the balanced diet.															
<b>Evaluation: Weaknesses points :some students need focus on</b>																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



<b>Date</b>			
<b>Period</b>			
<b>Class</b>			



<b>Contents</b>	<b>Unit : 12</b>	<b>I'd like chicken, please.</b>	<b>Lesson:2</b>	<b>Page :90/91</b>												
<b>objectives</b>	1- To identify and know kinds of food. 2- To describe the balanced diet for a healthy body. 3- To read and talk about healthy food.															
<b>Materials</b>	<table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table>	Student book		C D		<table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table>	real objects		Teacher's guide		<table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table>	The board		Flash cards		
Student book																
C D																
real objects																
Teacher's guide																
The board																
Flash cards																
<b>issues</b>	<b>Community participation.</b>															
<b>Values</b>	<b>Cooperation – Independence: self-discipline – Accounting.</b>															
<b>Skills</b>	<b>Communication – Decision-making- Accountability.</b>															
	<b><u>Lesson Procedures</u></b>															
<b>Review</b>	<b>Greet the children then revise the food words and meals.</b>															
<b>Warm up</b>	<b>I will ask them: What would you like? Check answers.</b>															
<b>Presentation New Vocabulary and structures.</b>	<b>Vocabulary:</b> To teach the new words: fruit- meat – fish- dairy- cereals – milk- vitamins – calcium- protein – fiber- balanced diet- carbohydrates.  <b>Language:</b> Fruit and vegetables give our bodies vitamins. Balanced diet helps us to have a healthy body.															
<b>Refer To teacher's guide page</b>	<b>Pages 90/91</b>															
<b>Exercise</b>	<b>No1 :1/2</b>		<b>Page : 90</b>													
<b>Exercise</b>	<b>No2: 1/2</b>		<b>Page : 91</b>													
<b>Assessment</b>	<b>Say some foods and what they give for our bodies; Check answers.</b>															
<b>Closing</b>	<b>I will say goodbye. Next time we will learn about dessert foods.</b>															
<b>Evaluation: Weaknesses points :some students need focus on</b>																

Aims		Steps		Understanding	
Achieved	<input type="radio"/>	Covered	<input type="radio"/>	Understood	<input type="radio"/>
Not achieved	<input type="radio"/>	Not covered	<input type="radio"/>	Not understood	<input type="radio"/>



<b>Date</b>			
<b>Period</b>			
<b>Class</b>			



<b>Contents</b>	<b>Unit : 12</b>	<b>I'd like chicken, please.</b>	<b>Lesson:3</b>	<b>Page :92/93</b>						
<b>Objectives</b>	1- To learn about foods and drinks. 2- To know how to order foods or drinks. 3- To ask and answer about the dessert.									
<b>Materials</b>	<table border="1"> <tr> <td>Student book</td> <td></td> </tr> </table>	Student book		<table border="1"> <tr> <td>real objects</td> <td></td> </tr> </table>	real objects		<table border="1"> <tr> <td>The board</td> <td></td> </tr> </table>	The board		
Student book										
real objects										
The board										
	<table border="1"> <tr> <td>C D</td> <td></td> </tr> </table>	C D		<table border="1"> <tr> <td>Teacher's guide</td> <td></td> </tr> </table>	Teacher's guide		<table border="1"> <tr> <td>Flash cards</td> <td></td> </tr> </table>	Flash cards		
C D										
Teacher's guide										
Flash cards										
<b>Issues</b>	Community participation.									
<b>Values</b>	Cooperation – Independence: self-discipline – Accounting.									
<b>Skills</b>	Communication – Decision-making- Accountability.									
	<b><u>Lesson Procedures</u></b>									
<b>Review</b>	Greet the children and I will revise the food words and meals.									
<b>Warm up</b>	Would you like some rice? Check their answers.									
<b>Presentation New Vocabulary and structures.</b>	<b>Vocabulary:</b> Teach the new words: rice pudding – dessert – price – drinks – main course- menu.  <b>Language:</b> Question: what would you like? Answer: I'd like rice pudding, please.									
<b>Refer To teacher's guide page</b>	Pages 92/93									
<b>Exercise</b>	<b>No1 :1/2</b>		<b>Page : 92</b>							
<b>Exercise</b>	<b>No2: 1/2</b>		<b>Page : 93</b>							
<b>Assessment</b>	What would you like for dessert? Check answers.									
<b>Closing</b>	I will say goodbye. Next time we will learn important rules for healthy heart.									
<b>Evaluation: Weaknesses points :some students need focus on</b>										

Aims		Steps		Understanding	
Achieved	<input type="radio"/>	Covered	<input type="radio"/>	Understood	<input type="radio"/>
Not achieved	<input type="radio"/>	Not covered	<input type="radio"/>	Not understood	<input type="radio"/>



<b>Date</b>			
<b>Period</b>			
<b>Class</b>			



<b>Contents</b>	<b>Unit : 12</b>	<b>I'd like chicken, please.</b>	<b>Lesson:4</b>	<b>Page :94/95</b>												
<b>objectives</b>	1-To recognize and produce important rules for healthy heart. 2-To find more rules for a healthy life. 3-To read and say rules for healthy heart.															
<b>Materials</b>	<table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table>	Student book		C D		<table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table>	real objects		Teacher's guide		<table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table>	The board		Flash cards		
Student book																
C D																
real objects																
Teacher's guide																
The board																
Flash cards																
<b>issues</b>	Community participation.															
<b>Values</b>	Cooperation – Independence: self-discipline – Accounting.															
<b>Skills</b>	Communication – Decision-making- Accountability.															
	<b><u>Lesson Procedures</u></b>															
<b>Review</b>	Greet the children and I will revise healthy food words.															
<b>Warm up</b>	Would you like rice pudding? Check their answers.															
<b>Presentation New Vocabulary and structures.</b>	<b>Vocabulary:</b> To teach the new words: heart- organ – oxygen – pump – blood- exercise – eat fruit – go for a walk – get 8 hour of sleep.  <b>Language:</b> The heart pumps blood to the body. Get 8 hours of sleep everyday.															
<b>Refer To teacher's guide page</b>	Pages 94/95															
<b>Exercise</b>	<b>No1 :1/2</b>		<b>Page : 94</b>													
<b>Exercise</b>	<b>No2: 1/2</b>		<b>Page : 95</b>													
<b>Assessment</b>	Say some rules for healthy heart, check answers.															
<b>Closing</b>	I will say goodbye. Next we will learn about measuring length.															
<b>Evaluation: Weaknesses points :some students need focus on</b>																

Aims		Steps		Understanding	
Achieved	<input type="radio"/>	Covered	<input type="radio"/>	Understood	<input type="radio"/>
Not achieved	<input type="radio"/>	Not covered	<input type="radio"/>	Not understood	<input type="radio"/>





<b>Date</b>			
<b>Period</b>			
<b>Class</b>			



<b>Contents</b>	<b>Unit : 12</b>	<b>I'd like chicken, please.</b>	<b>Lesson:5</b>	<b>Page :96/97</b>												
<b>objectives</b>	1-To recognize and produce important rules for healthy heart. 2-To find more rules for a healthy life. 3-To read and say rules for healthy heart.															
<b>Materials</b>	<table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table>	Student book		C D		<table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table>	real objects		Teacher's guide		<table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table>	The board		Flash cards		
Student book																
C D																
real objects																
Teacher's guide																
The board																
Flash cards																
<b>issues</b>	Community participation.															
<b>Values</b>	Cooperation – Independence: self-discipline – Accounting.															
<b>Skills</b>	Communication – Decision-making- Accountability.															
	<b><u>Lesson Procedures</u></b>															
<b>Review</b>	Greet the children then revise the meals and the healthy food.															
<b>Warm up</b>	I will ask them: What would you like? Check answers.															
<b>Presentation New Vocabulary and structures.</b>	<b>Vocabulary:</b> To teach and revise the new words: heart- organ – oxygen – pump – blood- exercise – eat fruit – go for a walk – Get 8 hour of sleep.  <b>Language:</b> The heart pumps blood to the body. Go for a walk.															
<b>Refer To teacher's guide page</b>	Pages 96/97															
<b>Exercise</b>	<b>No1 :1/2</b>		<b>Page : 96</b>													
<b>Exercise</b>	<b>No2: 1/2</b>		<b>Page : 97</b>													
<b>Assessment</b>	Say some rules to have a healthy heart. Check answers.															
<b>Closing</b>	I will say goodbye. Next time we will learn new sounds ( <b>gg –nn –tt</b> ).															
<b>Evaluation: Weaknesses points :some students need focus on</b>																

Aims		Steps		Understanding	
Achieved	<input type="radio"/>	Covered	<input type="radio"/>	Understood	<input type="radio"/>
Not achieved	<input type="radio"/>	Not covered	<input type="radio"/>	Not understood	<input type="radio"/>



<b>Date</b>			
<b>Period</b>			
<b>Class</b>			



<b>Contents</b>	<b>Unit : 12</b>	<b>I'd like chicken, please.</b>	<b>Lesson:6</b>	<b>Page :98/101</b>												
<b>objectives</b>	1-To recognize and produce the letter sounds (gg),(nn) and (tt). 2-To find words with the sounds (gg),(nn) and (tt). 3-To read and write words have the sounds "gg ,nn, tt".															
<b>Materials</b>	<table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table>	Student book		C D		<table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table>	real objects		Teacher's guide		<table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table>	The board		Flash cards		
Student book																
C D																
real objects																
Teacher's guide																
The board																
Flash cards																
<b>issues</b>	Community participation.															
<b>Values</b>	Cooperation – Independence: self-discipline – Accounting.															
<b>Skills</b>	Communication – Decision-making- Accountability.															
	<b><u>Lesson Procedures</u></b>															
<b>Review</b>	Greet the children then revise: How tall is it? Check answers															
<b>Warm up</b>	I will ask them: What would you like? Check answers.															
<b>Presentation New Vocabulary and structures.</b>	<b>Vocabulary:</b> Teach the new sound using these words: egg – foggy – dinner – sunny – kitten- butter.  <b>Language:</b> Would you like some vegetables? Yes, please/ No, thank you.															
<b>Refer To teacher's guide page</b>	Pages 98/101															
<b>Exercise</b>	<b>No1 :1/2</b>		<b>Page : 89/99</b>													
<b>Exercise</b>	<b>No2: 1/2</b>		<b>Page : 100/101</b>													
<b>Assessment</b>	Say words have the sounds "gg" , "tt" and "nn".															
<b>Closing</b>	I will say goodbye. Next time we will revise the last three units.															
<b>Evaluation:</b> Weaknesses points :some students need focus on																

Aims		Steps		Understanding	
Achieved	<input type="radio"/>	Covered	<input type="radio"/>	Understood	<input type="radio"/>
Not achieved	<input type="radio"/>	Not covered	<input type="radio"/>	Not understood	<input type="radio"/>



<b>Date</b>			
<b>Period</b>			
<b>Class</b>			



<b>Contents</b>		<b>Review: 4</b>	<b>Lesson:1</b>	<b>Page :102/104</b>												
<b>objectives</b>	To revise the vocabulary and language from units (10 to 12).															
<b>Materials</b>	<table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table>	Student book		C D		<table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table>	real objects		Teacher's guide		<table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table>	The board		Flash cards		
Student book																
C D																
real objects																
Teacher's guide																
The board																
Flash cards																
<b>issues</b>	Awareness of rights and duties- national unity.															
<b>Values</b>	Independence - Curiosity.															
<b>Skills</b>	Communication – Participation.															
	<b><u>Lesson Procedures</u></b>															
<b>Review</b>	Greet the children and I will revise the technological items.															
<b>Warm up</b>	Ask: What's your telephone number? Would you like rice?															
<b>Presentation New Vocabulary and structures.</b>	<p><b>Vocabulary:</b> Revise these words: internet- website- tablet- mouse- cell phone – computer – keyboard- numbers from 100 to 1000 - breakfast – lunch – dinner- snack – meals – soup – meat- fruit.</p> <p><b>Language: Q1:</b> How tall is Ali? &amp; <b>Q2:</b> What would you like?  <b>A1:</b> He's 140 cm tall. &amp; <b>A2:</b> I'd like meat, please.</p>															
<b>Refer To teacher's guide page</b>	Pages 102/104															
<b>Exercise</b>	<b>No1 :1/2</b>		<b>Page : 102/103</b>													
<b>Exercise</b>	<b>No2: 1/2</b>		<b>Page : 104</b>													
<b>Assessment</b>	Say some rules to have healthy heart. Check answers.															
<b>Closing</b>	I will say goodbye. Next time we will revise all sounds in the last three units.															
<b>Evaluation: Weaknesses points :some students need focus on</b>																

Aims		Steps		Understanding	
Achieved	<input type="radio"/>	Covered	<input type="radio"/>	Understood	<input type="radio"/>
Not achieved	<input type="radio"/>	Not covered	<input type="radio"/>	Not understood	<input type="radio"/>



<b>Date</b>			
<b>Period</b>			
<b>Class</b>			

<b>Contents</b>		<b>Review: 4</b>	<b>Lesson:2</b>	<b>Page :105/107</b>												
<b>objectives</b>	1-To revise the letter sounds from units (10 to 12) (er – gg – nn – tt). 2- To count the syllables in the word. 3- To evaluate progress in units (10 to 12).															
<b>Materials</b>	<table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table>	Student book		C D		<table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table>	real objects		Teacher's guide		<table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table>	The board		Flash cards		
Student book																
C D																
real objects																
Teacher's guide																
The board																
Flash cards																
<b>issues</b>	Awareness of rights and duties- national unity.															
<b>Values</b>	Independence - Curiosity.															
<b>Skills</b>	Communication – Participation.															
	<b><u>Lesson Procedures</u></b>															
<b>Review</b>	Greet the children and I will revise words from the last lesson.															
<b>Warm up</b>	Ask about balanced diet and healthy food, revise numbers.															
<b>Presentation New Vocabulary and structures.</b>	<b>Vocabulary:</b> Revise these words and sounds: teacher- painter – cleaner - water - meter- computer- egg- foggy- dinner- sunny – kitten- butter. Count the syllables in these words: internet- computer- dessert- book – email.  <b>Language:</b> question: How long is your ruler? Answer: It's 30 centimeters long.															
<b>Refer To teacher's guide page</b>	Pages 105/107															
<b>Exercise</b>	<b>No1 :1/2</b>		<b>Page : 105/106</b>													
<b>Exercise</b>	<b>No2: 1/2</b>		<b>Page : 107</b>													
<b>Assessment</b>	Say words have the sounds er- gg- tt- nn, check their answers.															
<b>Closing</b>	I will say goodbye. Next time we will read a beautiful story.															
<b>Evaluation: Weaknesses points :some students need focus on</b>																

Aims		Steps		Understanding	
Achieved	<input type="radio"/>	Covered	<input type="radio"/>	Understood	<input type="radio"/>
Not achieved	<input type="radio"/>	Not covered	<input type="radio"/>	Not understood	<input type="radio"/>



<b>Date</b>			
<b>Period</b>			
<b>Class</b>			



<b>Contents</b>	<b>The reader</b>	<b>Tamer's travels on the tablet</b>	<b>Part:1</b>	<b>Page :108/115</b>
<b>objectives</b>	1- To listen to and order a story about using the technology. 2- To learn about beginning, middle and end. 3- To ask and answer about the story. 4-To respect diversity.			
<b>Materials</b>	<input type="text" value="Student book"/>	<input type="text" value="real objects"/>	<input type="text" value="The board"/>	<input type="text" value="C D"/>
	<input type="text" value="C D"/>	<input type="text" value="Teacher's guide"/>	<input type="text" value="Flash cards"/>	
<b>issues</b>	Non-discrimination for people with special needs.			
<b>Values</b>	Friendship - Respect for others.			
<b>Skills</b>	Communication – Creativity – Accountability.			
	<b><u>Lesson Procedures</u></b>			
<b>Review</b>	Greet the children; revise sea creatures and the months.			
<b>Warm up</b>	Ask and check answers: What's your address?			
<b>Presentation New Vocabulary and structures.</b>	<b>Vocabulary:</b> Teach the new words: Chinese food – croissant-hotel Paris – warrior statues- The Valley of the Kings-The Great Pyramid. I will teach these words using cards and get them to repeat I will get them to listen to the story, I will check their opinions.  <b>Language:</b> We work on computers in the computer lab.			
<b>Refer To teacher's guide page</b>	Pages 108/115			
<b>Exercise</b>				
<b>Exercise</b>				
<b>Assessment</b>	Do you like the story of "Tamer's travels on the tablet"? Why? Check answers.			
<b>Closing</b>	I will say goodbye. Next we will complete the story.			
<b>Evaluation:</b> Weaknesses points :some students need focus on				

Aims		Steps		Understanding	
Achieved	<input type="radio"/>	Covered	<input type="radio"/>	Understood	<input type="radio"/>
Not achieved	<input type="radio"/>	Not covered	<input type="radio"/>	Not understood	<input type="radio"/>



<b>Date</b>			
<b>Period</b>			
<b>Class</b>			



<b>Contents</b>	<b>The reader</b>	<b>Tamer's travels on the tablet</b>	<b>Part :2</b>	<b>Page :116/123</b>												
<b>objectives</b>	1- To listen to and order a story. 2- To learn about beginning, middle and end. 3- To ask and answer about the story. 4-To respect diversity.															
<b>Materials</b>	<table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table>	Student book		C D		<table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table>	real objects		Teacher's guide		<table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table>	The board		Flash cards		
Student book																
C D																
real objects																
Teacher's guide																
The board																
Flash cards																
<b>issues</b>	Non-discrimination for people with special needs.															
<b>Values</b>	Friendship - Respect for others.															
<b>Skills</b>	Communication – Creativity – Accountability.															
	<b><u>Lesson Procedures</u></b>															
<b>Review</b>	Greet the children, and then revise the story.															
<b>Warm up</b>	I will get them to read the story to revise the events.															
<b>Presentation New Vocabulary and structures.</b>	<b>Vocabulary:</b> Teach the new words: special keyboard- - topic – son - online research. I will ask them about the story and check their answers, I will get them to listen to the second part of the story, and argue about the story in groups. I will check their opinions.  <b>Language:</b> They will play in groups to do the exercises in the book. I will give help if they need.															
<b>Refer To teacher's guide page</b>	Pages 116/123															
<b>Exercise</b>	No1 :1/2		Page : 120/121													
<b>Exercise</b>	No2: 1/2		Page : 122/123													
<b>Assessment</b>	Do you like the story of "Tamer's travels"? Why? Check answers.															
<b>Closing</b>	I will say goodbye. We finish our course now; I wish you a happy holiday.															
<b>Evaluation: Weaknesses points :some students need focus on</b>																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>